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ABSTRACT

This guide delineates the scope and sequence of French instruction in grades 7-12 indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents a section on French pronunciation and specific suggestions for content and methodology in each of five levels of instruction. Worksheets for each section are included. General suggestions referring to use of basic texts prescribed for the courses, lists of idiomatic expressions, and cultural information are provided for each level. This audiolingual course outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, morphology, and syntax of the language. (RL)

FOREIGN LANGUAGES

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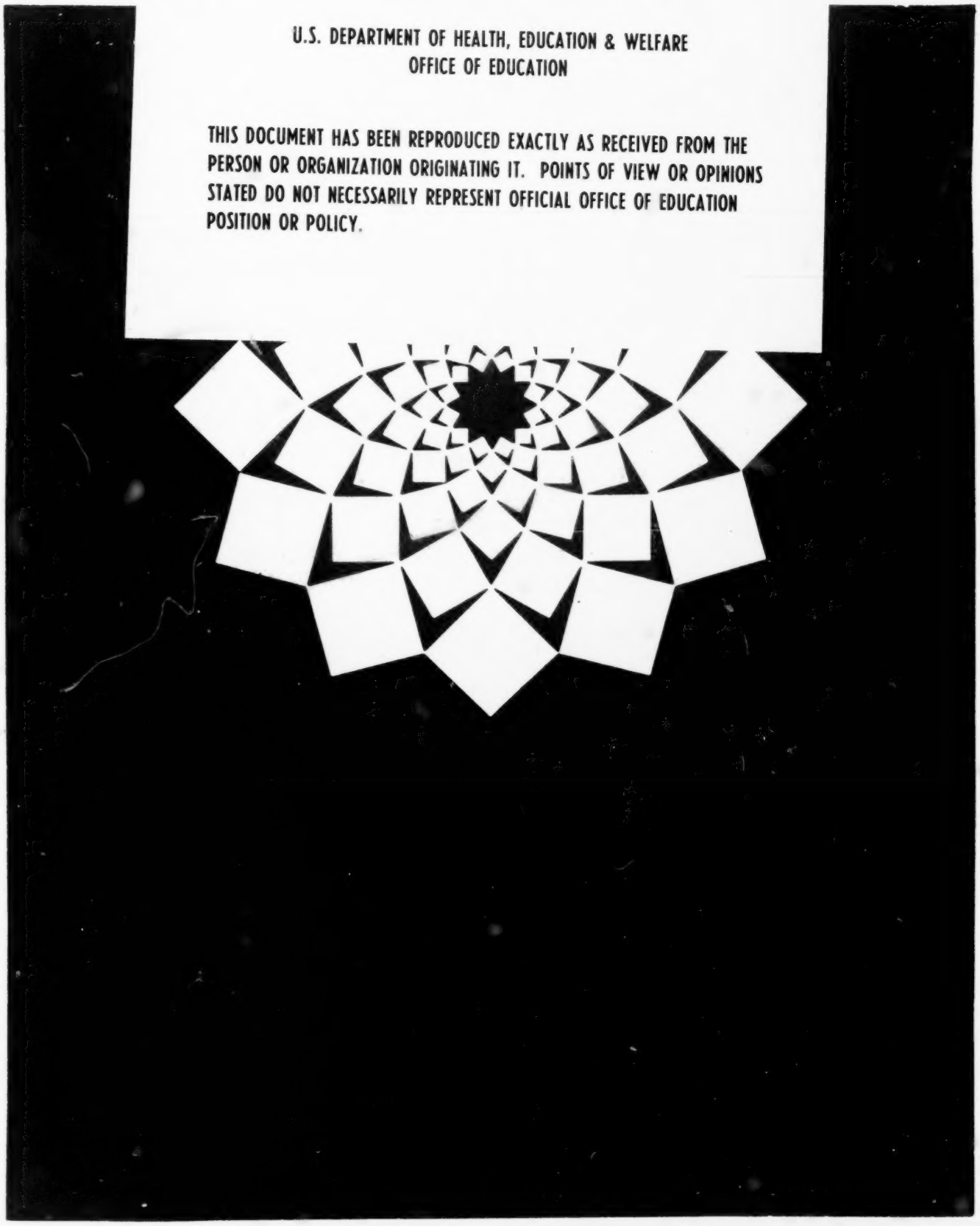

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ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

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PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.

INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.

RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.

2. Foreign language instruction should begin as early as possible, preferably in the primary grades.

3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.

OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.

2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.

3. To read with direct understanding, without recourse to English translation, material on a general subject.

4. To write, using authentic patterns of the language.

5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.

2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).

3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes:
T.P.O. = Total Performance Objective
I.P.O. = Instructional Performance Objective

FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

T.P.O.F.L. 1.0 Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.

I.P.O.F.L. 1.1 Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.

I.P.O.F.L. 1.1a Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.

I.P.O.F.L. 1.1b Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.

I.P.O.F.L. 1.2 Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.

I.P.O.F.L. 1.3 Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.

I.P.O.F.L. 1.4 Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.

I.P.O.F.L. 1.5 Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.

I.P.O.F.L. 1.6 Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.

I.P.O.F.L. 1.7 Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.

T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.

I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.

I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.

I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.

I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.

I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.

T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)

I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.

I.P.O.F.L. 3.1a	Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.
I.P.O.F.L. 3.1b	Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.
I.P.O.F.L. 3.1c	Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.
I.P.O.F.L. 3.1d	Given a list or irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.
I.P.O.F.L. 3.1e	Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.
I.P.O.F.L. 3.1f	Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.
I.P.O.F.L. 3.2	Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.
I.P.O.F.L. 3.3	Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.
I.P.O.F.L. 3.3a	Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.
I.P.O.F.L. 3.3b	Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.

I.P.O.F.L. 3.3c Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).

I.P.O.F.L. 3.4 Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.

I.P.O.F.L. 3.4a Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.

I.P.O.F.L. 3.4b Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.

I.P.O.F.L. 3.5 Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

I.P.O.F.L. 3.5a Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.

I.P.O.F.L. 3.5b Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

T.P.O.F.L. 4.0 Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.

I.P.O.F.L. 4.1 Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.2 Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.

I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.

I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.

I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.

T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.

I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)

I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.

T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.

T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.

T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.

I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.

I.P.O.F.L. 8.1a	Given a list of the holidays in the target culture, the learner will identify those of a religious base.
I.P.O.F.L. 8.1b	Given a list of the holidays in the target culture, the learner will identify those of a non-religious base.
I.P.O.F.L. 8.2	Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.
I.P.O.F.L. 8.2a	Given the regions of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.
I.P.O.F.L. 8.2b	Given the terrain unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.
I.P.O.F.L. 8.2c	Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.
I.P.O.F.L. 8.3	Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.
I.P.O.F.L. 8.4	Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.
I.P.O.F.L. 8.5	Given suitable resources, the learner will describe in his level of instruction, the social history of the target regions.
I.P.O.F.L. 8.6	Given access to appropriate resources, the learner will at his level of instruction describe domestic affairs unique to the target regions. (e.g. government, law, and home)
I.P.O.F.L. 8.7	Given access to appropriate resources, the learner, at his level of instruction, will describe foreign affairs unique to the target regions.
I.P.O.F.L. 8.8	Given available resources, the learner will describe, at his level of instruction, the fine arts of the target regions.
I.P.O.F.L. 8.9	Given appropriate resources, the learner, at his level of instruction, will describe the literary styles of widespread acceptance by the target regions.

I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.

I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.

PHILOSOPHY OF FRENCH EDUCATION

Because the cultural heritage of the French people rests in their language, the ultimate goal in learning French is a better understanding of the French people and their way of life. The necessity for communication and understanding between French and English speaking peoples has become increasingly more important as modern travel has shortened the distances between them. A Frenchman is pleased if an American visiting his country makes an effort to speak his language, and the American will have a deeper appreciation of French life if he does so.

Therefore, the major objective of Level I and Level II is the development of the ability to communicate. Acquiring fluency involves building skills in the four basic areas: listening, speaking, reading, and writing. Since developing these skills requires much practice, considerable time is spent in oral drill and review. On Level III and Level IV emphasis is placed on the mastery of the four skills. In addition, students read French literature and begin writing compositions. In so far as possible French should be the language of the classroom.

Beginning in Level I and continuing through Level IV, material will be presented to acquaint the student with the everyday life, the literature, music, art, history, geography, and scientific achievements of France.

BEHAVIORAL OBJECTIVES FOR LEARNING FRENCH

1. Speaking - Given any communication in French at his level of instruction, the learner will demonstrate his ability to convey meaning in the oral area through pronunciation, intonation, rhythm, and syntax. Accuracy: 80% or greater.

2. Comprehension - Upon hearing a passage read in French, at his level of instruction, the learner will be able to respond orally or in writing to a series of questions pertaining to the passage. Accuracy: 80% or greater.

3. Reading - Given a written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing. Accuracy: 75% or greater.

4. Writing - Given any situation at his level of instruction in the target language, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation, and syntax. Accuracy: 75% or greater.

FRENCH - LEVEL I GRADE 7

Phonology	Morphology	Syntax
LISTENING All vowels, particularly u, e, and nasals, mute e Consonants and semi-consonants, especially l, r, ail, gn, oui, ui Stress and absence of stress Three patterns of intonation Liaisons	Determinatives, definite, indefinite, partitive, possessive, demonstrative Regular nouns, singular, plural, masculine, feminine Adjectives, regular, with agreement, possessive, demonstrative Pronouns, interrogative qui, que, personal, subject, object, disjunctive Verbs: beginning of regular verbs, infinitive, present imperative, immediate future, être, avoir, faire, vouloir, aller, venir, pouvoir, partir, prendre, mettre Preposition à Exclamation quel Passé Composé Qui - relative Superlative, comparison Direct Object ne...plus, tout	Basic word order Word order in statements (affirmative and negative including n'est-ce pas endings) Questions and commands, esp. qu'est-ce que c'est que (or qui), est-ce que Position of adjectives Position of personal pronouns (when only one is present in sentence)
SPEAKING Be able to produce vowels and consonants accurately Make liaisons Reproduce short sentences with correct stress and intonation		
READING All vowels, consonants, and semi-consonants, particularly e and mute e Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation	Changes in meaning when form and spelling change Graphic symbols for singular-plural forms, masculine-feminine	Patterns: il y a, combien de...y a-t-il? (for quantity)
WRITING Various orthographic representations of all vowels, consonants, and semi-consonants Mute e Liaisons Silent consonants and groups of consonants M for nasals before p and b	Changes in spelling when agreement occurs	Same as above
CONCEPTS French and English differ considerably in sounds and stress, and in orthographic representations of sounds. French stresses only the last syllable of a thought group and/or sentence.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally one verb form to each personal pronoun. Distinguish between partitive and indefinite articles (de, des)	Word order differs from English, especially with pronouns and questions (where several interrogative patterns exist).

FRENCH - LEVEL I GRADE 7

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>LISTENING</td><td>800-1,000* words and expressions</td><td rowspan="3">In the context of the topics or units:
greetings
leave-taking
numbers
colors
clothing
clock time
calendar time
school building (labels)
classroom (including conversational terms)
house
members of family
parts of body
common foods
weather
Christmas
(continue to build on these in 8th and 9th grades)

Nouns, verbs, adjectives pertaining to these topics as well as function words like et, où, mais, parce que, etc.

Emphasis is on oral-aural skills and on descriptive vocabulary, relating to the student personally.</td><td rowspan="3">Introduction to French culture should be an integral and natural part of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items:
French names
forms of address
courtesy patterns
French school day and school year
24-hour clock
some typical foods and table manners (limited)
French holidays, especially Christmas, Easter
songs and music

The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.</td></tr>
<tr><td>SPEAKING</td><td>500 words and expressions</td></tr>
<tr><td>READING</td><td>800* words and expressions</td></tr>
<tr><td>WRITING</td><td>500* words and expressions

*These figures are a maximum and should only be regarded as an indication</td></tr>
<tr><td>CONCEPTS</td><td colspan="1">In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, with conscious reference to English.</td><td>Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.</td></tr>
</table>

FRENCH - LEVEL I GRADE 8

Phonology	Morphology	Syntax
L I Further work toward the S mastery of sounds, T especially those that E differ radically from N English ones, r, u, etc. I Rhythm and melody of N sentences G	Prepositions and adverbs, place, manner, time Personal pronouns, esp. on Passé composé of "ir" and "er" verbs, irregular verbs Agreement of past participle Place of adverbs in passé composé	Various expressions for possession Indirect style requiring only change in subject and not in mood of verb Si answer to negative question Pattern: moi aussi, moi non plus
S P Further work toward the E mastery of sounds, A intonation, and stress K I N G	Spelling change in verbs, most common irregular verbs Pronouns, reflexive, interrogative quoi, qui, qu'est-ce qui, qu'est-ce que Irregular forms of nouns and adjectives Adverbs of quantity, beaucoup de, peu de, rien de, etc. Ne...rien, ne...personne Encore the possessive adjectives Verb + à/de + infinitive Adverbial pronouns y and en Relative pronoun que Depuis Indirect object pronoun Interrogative Adverbs formed from adjectives	
W Adjectives denoting R nationality or city are I not capitalized unless T they are used as nouns. I Association of all French N sounds with the right G orthographic representations		
Association of all French sounds with the right R orthographic representations with emphasis on E irregularities A Cognates D Homonyms (real and I deceptive) N Foreign words G Silent letters and silent groups Accent and syllabication Rhythm and melody of sentences	Recognition of indirect and stressed forms of personal pronouns	
C French pronunciation is O more careful than English N pronunciation (articula- C tion more sustained). E Foreign words are gener- P ally pronounced according T to French system of sounds S and graphic representation.	Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions also differs in French and in English. (content de, etc.)	Direct and indirect objects have other positions as nouns than as pronouns. Nuances attached to the position of adjectives

FRENCH - LEVEL I GRADE 8

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>LISTENING</td><td>1,000-1,500 words and expressions</td><td rowspan="3">In the context of the topics or units:
daily routine
telephoning
shopping, money, sizes, measurements
letters
post office
restaurant
community
doctor, dentist
transportation
city
landscape
travel
animals
holidays
fairy tales } graded
legends } versions
(need more films and filmstrips)

Vocabulary should include functional words and idioms in current use:
avoir idioms
faire idioms
passer idioms

The aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.</td><td rowspan="3">Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level:
forms of letters
French restaurants
places in a French city
France:
landscape in regions
main rivers
main cities
holidays
festivals
legends
folklore
proverbs
music - popular and classical
current events</td></tr>
<tr><td>SPEAKING</td><td>800 words and expressions</td></tr>
<tr><td>READING</td><td>1,000-1,500 words and expressions above grade 7</td></tr>
<tr><td>WRITING</td><td>800 words and expressions above grade 7</td><td></td></tr>
<tr><td colspan="2">CONCEPTS
Words and expressions in French are sometimes (cognates) closely related to English but almost always differ in range of meaning.* Vocabulary is influenced by historical background, social customs, and other factors.

*Pay particular attention to cognates (false and true)</td><td>Language reflects culture and culture influences language. Folkways, mores, gestures, activities, attitudes, and ideals as seen in the language and literature should be evaluated objectively.</td></tr>
</table>

FRENCH LEVEL I

Phonology	Morphology	Syntax
LISTENING All vowel sounds particularly u, eu, nasals in, an, un, mute e Consonants and semi-consonants, especially l, r, gn, oui, ui, ail Stress and absence of stress Three basic patterns of intonation Obligatory liaisons	Determinatives, Definite Indefinite Partitive Possessive Demonstrative Nouns, singular, plural, masculine, feminine, regular, irregular only if frequent Adjectives, sing., plural, masc., feminine, agreement Pronouns: Interrogative, qui, que Indefinite pronoun tout Reflexive Personal (subjects and objects) esp. polite vous and on when used for nous Indirect, y, en Verbs, beginning of regular verbs, être, avoir, faire, etc. Infinitive, present Immediate future Imperative (reg.) Passé Composé (with avoir and être only for most common verbs) Agreement of past participle Reflexive (most common) Prepositions de and en in the construction: une montre en or Numbers, ordinals and cardinals (deuxième rather than second) Interrogative adverbs, quand, ou, comment, combien Adverbs of quantity, très, beaucoup, un peu Exclamatives Ne...jamais, ne...rien	Basic word order in statements (direct style) Questions and commands esp. order of pronouns in affirmative and neg. imperative. Interrogative forms, esp. est-ce que, qu'est-ce que Si answer to negative question Position of adjectives Position of personal pronouns (with only 1 in sentence) Indirect style requiring only change in person, subject, and object, not in mood of verb Pattern: Il y a for quantity Negative - with Passé Composé
SPEAKING Produce all sounds heard accurately Make obligatory liaisons Reproduce short sentences with correct stress and intonation		
READING All vowels, consonants, and semi-consonants, particularly e, and mute e Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation		
WRITING Various orthographic representations All vowels, consonants, and semi-consonants, mute e Silent consonants M for nasals before p and b Liaisons		
CONCEPTS French and English differ considerable in sounds and stress, and in orthographic representations of sounds.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally one verb form to each person. Nouns have no neuter gender, which means memorization of things as being either le or la is obligatory.	Word order differs from English, especially in questions (several interrogative patterns co-exist), with adjectives, and with pronouns.

FRENCH LEVEL I

	Vocabulary		Culture
LISTENING	800-1,000 words and expressions	In the context of the topics or units: greetings leave-taking classroom, incl. conversational terms numbers colors clothing clock time calendar time school building members of family, house parts and functions of body family life meals weather Christmas	Introduction to French culture should be an integral and natural part of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the students' interest in learning about the following cultural items: French names forms of address courtesy patterns French school day and school year 24-hour clock French houses some typical foods and table manners French holidays, especially Christmas, Easter rhymes songs and music
SPEAKING	500 words and expressions		
READING	1,000-1,200 words and expressions	Nouns, verbs, adjectives, adverbs pertaining to these subjects as well as function words such as et, ou, mais	
WRITING	500 words and expressions	Emphasis should be placed on concrete, descriptive vocabulary connected with reality familiar to the students.	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.
CONCEPTS	In spoken and written form, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

FRENCH LEVEL II

Phonology	Morphology	Syntax
L I Further work towards the S mastery of sounds, esp. T those that differ most E from English: r, u, etc. N Rhythm and melody of I sentences N G	Prepositions and adverbs, esp. with geographic names Indefinite pronouns and adjectives personne, quelqu'un, rien plus an adjective Compound pronouns with même Verbs: imperfect, pluperfect, future, future perfect, conditional, conditional perfect, introduce subjunctive Comparative and superlative forms of adjectives and adverbs Past infinitive Constructions with il est and c'est Compound participles Reciprocal reflexives Present participle used as an adjective Relative pronouns qui, que, ce qui, ce que Si + imperfect, conditional in main clause Use of future, future perfect, or conditional in subordinate clause with dès que, quand, etc. Expression of duration, esp. il y a...que, cela fait...que, depuis construction	Position of personal pronouns when 2 in sentence Position of negative ni...ni Causative faire and verbs of perception Construction: Si + present, with future in main clause Various ways of expressing possession: à moi, mon livre Patterns: C'est...qui, C'est que, moi aussi, moi non plus Position of adverbs, esp. beaucoup, assez, etc. Plus...plus; moins...moins il y a longtemps que... Position of objects with infinitive Passive voice
S P E A Same as above. K I N G		
Association of all French R sounds with the right E orthographic represen- A tations D Cognates I Homonyms (real and N deceptive) G Technique in word attack Accent and syllabication Rhythm and melody of sentences		
Association of all French W sounds with the right R orthographic represen- I tations with particular T emphasis on mute letters I and groups of letters N Homonyms G Capitalization of adjectives used as nouns and denoting nationality or city	Students should begin to express simple ideas, using correct verb forms for the present, future, passé composé, and imperfect.	Students should be able to express simple ideas, using appropriate word order in directed composition.
C French pronunciation O requires clearer enuncia- N tion, more articulation, C and more tension sustained E with lips rather than P with breath, which has T less force. S	Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions differs in French and in English.	Direct and indirect objects have other position as nouns than as pronouns. Complex and rigid word order in negative patterns with various particles.

FRENCH LEVEL II

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>L
I
S
T
E
N
I
N
G</td><td>1,000-1,500
words and
expressions</td><td rowspan="3">In the context of the topics or units:
daily routine
telephoning
shopping
money
sizes
letters and post office
restaurants
doctor, dentist
community
transportation
city
landscape
countryside, farming
travel, customs
animals
holidays
sports
entertainments, arts...

Vocabulary should include functional words as que, parce que, même si, à cause de, quand même ... and current idiomatic expressions</td><td rowspan="3">Visual and audio-stimuli as well as the topics of vocabulary should suggest the following cultural items for study at the second level:
forms of letters
types of urban life
types of rural life
relationships (family, friends)

France:
landscape in regions
main rivers and cities
highlights of economy, industry, and present political situation
holidays, festivals
entertainments
folklore
proverbs
music, popular and classical
art
current events</td></tr>
<tr><td>S
P
E
A
K
I
N
G</td><td>800
words and
expressions</td></tr>
<tr><td>R
E
A
D
I
N
G</td><td>1,000-1,500
words and
expressions</td></tr>
<tr><td>W
R
I
T
I
N
G</td><td>800
words and
expressions</td><td></td><td></td></tr>
<tr><td>C
O
N
C
E
P
T
S</td><td colspan="2">Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning.
Vocabulary is influenced by historical background, social customs, and other factors.
Pay particular attention to cognates (false and true).</td><td>In listening and speaking, reading and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language</td></tr>
</table>

FRENCH LEVEL III

Phonology	Morphology	Syntax
LISTENING Increased length and speed of utterances Nuances associated with different stresses and intonations	Basic review.[1] Intensity expressed with si, tant, tellement More irregular verbs Subordinating conjunctions with indicative "A" introducing noun compliment C'est que for c'est parce que Pleonastic "ne" d'autant plus que omission of pas plutôt que de + infinitive Tense usage in spoken and written language Subjunctive[2]- after conjunctions, after craindre, avoir peur, empêcher, éviter, after croire and penser in interrogative, as imperative, after impersonal expressions, irregular, in noun clauses, after quelque...que, si... que, in relative clauses, after vouloir Impersonal "il reste..."	Word order in passive Transformation of direct speech into indirect speech (requiring use of conditional) Sequence of tenses Inversion after aussi, peut-être, sans doute
SPEAKING Perfecting pronunciation with increase in speed of the total utterance Greater awareness of minute pronunciation differences		
READING Perfecting of reading skill with increase in fluency and expression	The same plus passé simple	
WRITING Perfecting of writing skill with attention to individual needs		Using the above in the writing of directed compositions
CONCEPTS Not all French-speaking people pronounce sounds alike. But French as it is spoken in the Loire Valley is considered the purest and is understood by all French-speaking people.	Various nuances associated with various uses of tenses in subordinate clauses.	Time and order are expressed totally differently in French and in English.

[1]Refer to Worksheet A.
[2]Refer to Worksheet B.

FRENCH LEVEL III

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability to speak and read French. A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Topical vocabulary should include: current events education government history biography sports art Emphasis should be placed on 1) more abstract vocabulary connected with intellectual activity, criticism, judgment 2) vocabulary designed to express emotions and feelings	Cultural items studied at the third level should include: France: government educational system recreation highlights of history Other French-speaking countries: Belgium Switzerland French Canada French influence in: Africa America The cultural study is done mainly in French, with some supplementary reading in English. It takes in: the listening to recordings and the viewing of films, filmstrips, and slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, and literary prose; and the writing of letters, reports, and compositions to reveal understanding of the French culture
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice, as can the ability to distinguish nuances in word meanings.	French culture must be evaluated objectively and on its own merits.

FRENCH LEVEL IV

Phonology	Morphology	Syntax
LISTENING Poetic variations in the language, in phrasing, rhythm, intonation	Additional use of subjunctive Special uses of conditional Subordinating conjunctions and verbs with subjunctive Revision of tense correspondence between main clause and subordinate clauses Past participle as adjective to replace a clause Use of indefinite pronouns like quoique	Revision of tense sequence Inversion of subject and verb in sentences other than questions Gerund with en
SPEAKING Perfecting pronunciation with attention to individual need		
READING Perfecting reading skill with increase in speed	The same plus recognition of subjunctive, past	The same plus participial clauses
WRITING Perfecting writing skill, punctuation, apostrophes, syllabication	Continuing practice in directed compositions Introducing and practicing free composition	
CONCEPTS Poetic forms of the language may differ from everyday French. In turn, spoken French differs from written French. French requires strict punctuation.	Importance of subjunctive in French, but tendency to avoid all forms except present, especially in spoken French The same fact may be expressed from two different viewpoints through active and passive voice, but the latter is much less used in French than in English. On or reflexive forms are usually substituted.	Patterns are many but each of them is specific. Emphasis is often conveyed by use of specific pattern (as well as by use of different intonation, as is mostly the case in English).

FRENCH LEVEL IV

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences, between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of cultural forms and of the French heritage is a part of learning the French language. Works of literature can be appreciated best in the language in which they were written.

FRENCH LEVEL V

Phonology	Morphology	Syntax
LISTENING Utterances in standard French at various speeds by a variety of voices should be comprehended.	Subjunctive (imperfect) Verbs normally intransitive used in a transitive way Impersonal il construction Tense correspondence between main clause and subordinate clauses in direct and indirect discourse Nuances in use of passé simple and passé compose, of pluperfect and passé anterieur Nuances in various ways of expressing commands Special cases of subject-verb agreement Special uses of definite and indefinite articles	Word order in indirect discourse Position in sentence of adverbial expressions of place, time, manner, and degree
SPEAKING All sounds and intonation patterns of French should be produced without hesitation.		
READING All French graphic symbols should be associated with the sounds they represent	Same as above plus recognition of pluperfect subjunctive	
WRITING All graphic symbols should be written for the sounds they represent.		Continued practice in directed composition Introduction and practice in free composition
CONCEPTS The relationship of sound symbols and written symbols should be understood.	Discourse may be direct or indirect and requires different tense patterns according to case. The subjunctive expresses something which is contrary to fact, possible, doubtful, or desirable. The student should become increasingly aware of the differences in form and usage between spoken and literary French styles.	Sometimes a change in syntax may not affect meaning, especially in literature. Exceptions to well-established syntax patterns can occur.

FRENCH LEVEL V

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student. With a group of college-bound students, the teacher at this point may want to begin studying some of the works mentioned in the Advanced Placement Program.
At this point, the students might be introduced to the French method of explication de textes, a very searching analysis of a short extract from a prominent writer as a way of becoming increasingly sensitive to nuances of words, style, and sounds (in poetry).	
Spoken and written communication employs a large volume and variety of words and expressions. Passive vocabulary should become increasingly active.	A knowledge of cultural forms and of the French heritage is a part of learning the French language.

GUIDE TO FRENCH PRONUNCIATION

The following exercises may be used on all levels to improve intonation and formation of sounds.

I. Intonation

A. Repeat using equal stress on all syllables (like a machine gun) but with a clear sound. Stress occurs at the end of the phrase.

Comment allez-vous?
Pourquoi dites-vous ça?
Je comprends bien / ce que vous me dites / mais je ne pourrais peut-être pas / l'expliquer à sa soeur//.

B. Descending intonation

1. Commands: Ouvrez la porte!
Fermez la fenêtre!
2. Questions with an Interrogative Word:
Quel âge avez-vous?
Quand partez-vous pour Paris?
3. Exclamations: Quelle belle journée!
Pauvre enfant

C. Rising intonation

1. Unfinished sentence:
Hier ↑ à deux heures et demie↑↑...
Un soir ↑ en rentrant chez moi↑↑...
2. Questions which can be answered by yes or no:
Connaissez-vous la fiancée de Paul?
Aimez-vous les tomates?
3. Conversation to practice expressive intonation:

- Suzanne! Mais qu'est-ce qui t'arrive? Tu es folle! On n'a pas idée de se mettre dans un tel état!

- Jacqueline, je t'en supplie, comprends-moi! C'est épouvantable! Pierre est malade depuis quinze jours! Paul a échoué pour la troisième fois à son examen! Je n'ai plus un centime! Et je suis toute seule pour élever mes quatre enfants! Je cherche du travail partout. Je cours du matin au soir. Et c'est toujours la même chose! On me dit: non, sans même savoir ce que je peux faire! C'est à se taper la tête contre les murs!

- Eh bien! Tu peux être contente!

- Tu te moques de moi! Comment peux-tu faire ça dans un moment pareil?

- Mais non, voyons! Il faudrait être un monstre pour se moquer de toi dans une telle situation. Je viens tout simplement te dire que le Directeur de la nouvelle usine est prêt a te prendre comme secrétaire, dès demain matin!

- Demain? A la nouvelle usine? Jacqueline! Ce n'est pas possible! C'est merveilleux! Tu es formidable!!! Embrasse-moi! Je suis folle de joie!

II. French vowels

A. i - dire, mimique, imiter

Conversation:

- Les Miniconi vivent-ils à Paris?
- Oui, oui; six, rue de Rivoli.
- La famille de ton mari habite aussi à Paris?
- Oui, huit rue d'Italie.
- Et Lucie est ici? Elle ne vit pas dans le Midi?
- Oui, oui, elle est ici depuis huit jours.

B. e fermé - blé, été, répétez

Conversation:

- Vous nagez? C'est décidé?
- Nager... J'ai essayé l'an dernier...
- Et sans y arriver?
- Je suis arrivé à ... ne pas me noyer!
- Et vous hésitez? Nagez! Nagez tout l'été, pour vous entraîner.

C. ɛ ouvert - père, crème, treize, bête

Conversation:

- Il faut mettre ta veste en laine.
- Ma veste verte? Mais elle n'est pas prête!
- Elle était prête la semaine dernière. Germaine l'a toute refaite!
- Je n'aime pas cette veste verte. Pierre la déteste!

D. a - tabac, Madame, attaquer

Conversation:

- Casanova part en mars avec toi, à Malaga?
- Malaga! Malaga! Ça dépendra!
- Ça dépendra de quoi?
- De l'argent qu'il aura à ce moment-là!
- Il en gagnera pas mal, là-bas, avec Sacha.

E. ɔ ouvert - monotone, étonnant

Conversation:

- Paul, sonne la bonne!
- Je sonne, mais la bonne est sortie.
- Sortie par la petite porte qui donne sur la tonnelle? Personne ne sort par cette porte!

F. o fermé - flot, chose, côte, eau

Conversation: (Attention! ne diphtonquez pas!)

- Oh! ce qu'il fait chaud!
- Chaud? Tu as chaud? Même dans l'eau?
- L'eau est chaude, elle aussi.
- Il te faut venir plus tôt dans l'auto de Jérôme.

G. u - chou, douze, soupe

Conversation:

- Ouvrez-nous! Ouvrez-nous!
- D'où venez-vous?
- Nous ne voulons pas vous le dire!
- Tant pis pour vous! Nous ne vous ouvrirons pas!
- Vous êtes fous!
- Pas fous du tout!

H. y - murmure, aventure, mur

Conversation:

- Et Auguste, tu l'as vu?
- Vu et reconnu!
- Tu es sûr?
- Sûr, absolument sûr, malgré la brume.
- La brume?
- Une brume lugubre, sans clair de lune. J'ai couru jusqu'à lui, mais je l'ai perdu de vue dans la nuit.

I. ø fermé - deux, peu à peu, sérieuse

Conversation:

- Je veux faire du feu avec eux.
- Du feu? Tu veux du feu? C'est sérieux?
- Oui, un peu par jeu, pour le plaisir des yeux.
- Du feu, pres de ces meules, c'est dangereux!

J. œ ouvert - beurre, seul, peur

Conversation:

- Docteur, j'ai peur pour leur jeune soeur.
- Peur pour leur soeur? A la fleur de l'âge?
- On meurt jeune, docteur, avec ce coeur-là!

K. ə neutre

Conversation:

- Qu'est-c(e) que vous en pensez?
- Qu'est-c(e) que j(e) pens(e) de quoi?
- De cett(e) petit(e) fill(e) qui a pris l(e) panier d(e) pomm(es).
- Le panier d(e) pomm(es) dans l(e) jardin? La p(e)tit(e) Adèl(e) l'aurait pris?
- Oui! dans l(e) jardin. La p(e)tit(e) coquin(e)!
- Mais alors! Qu'est-c(e) que c'est qu(e) ça? Là, sur cett(e) tabl(e)?
- Quell(e) surpris(e)! C'est l(e) panier de pomm(es). Je n(e) l'avais pas vu!
- Si Adèl(e) savait c(e) que vous avez dit d'ell(e), ell(e) serait furieus(e)!

III. Nasales

A. ɛ̃ - tiens, cinq, bien, moins

Conversation:

- Tiens! Un Américain!
- Un Américain et une Américaine. Tu les connais?
- Très bien! Lui est très bon musicien.
- Et elle? Elle est musicienne?
- Musicienne? Elle tient à aller au concert, mais elle s'occupe surtout de son petit chien. Elle y tient beaucoup.
- J'adore les chiens! Tiens! les voilà qui reviennent! Dis-leur qu'ils viennent nous voir avec Vincent.

B. œ̃ - parfum, commun

Conversation:

- Tu aimes ce parfum? Un parfum si commun?
- Un parfum acheté par quelqu'un comme M. Brun n'est jamais commun!

C. ã - enfant, de temps en temps

Conversation:

- Tu entends ce chant?
- Ce chant d'enfants, apporté par le vent? Qu'est-ce que tu en penses, maman?
- Vous savez, mes enfants, que j'entends bien mal en ce moment.

D. ɔ̃ - oncle

Conversation:

- Tu connais la chanson: "Sur le pont d'Avignon"?
- "Sur le pont d'Avignon"? Une jolie chanson, mon oncle.
- On chantait souvent cette chanson dans mon jeune temps.

IV. Consonants

A. p

Conversation:

- Papa! Prends du paprika!
- Du paprika? Avec plaisir!
- Paul! Tu en prends un peu?
- Un peu, après papa. Depuis mon passage à Budapest, je ne peux plus m'en passer.
- Ne te précipite pas sur le paprika! C'est préparé avec du piment et ça pique le palais!

B. r: Trouver très intéressant et très pratique de retourner à Paris par un train très rapide.

Conversation:

- Isidore dort encore!
- Isidore? Sous les arbres du restaurant?
- Tu le verras du car a ton retour du port.
- Alors, il ne partira pas ce soir?
- Il pourra partir ce soir pour Rome s'il ne rate pas le dernier car.
- Il le ratera surement! René en est certain! Pierre lui a fait boire trois grand verres de Martini après notre retour du phare.
- Le phare qui marque la barre rocheuse a l'entrée du port Nord?
- Oui; le phare du port Nord.
- Pauvre Isidore! Une carafe d'eau fraîche aurait mieux fait son affaire que trois verres de Martini... pour ne rien dire de l'armagnac, qu'il n'aura pas refusé!

C. l

Conversation:

- Qu'elle sera belle, notre Adèle, dans sa belle robe de bal!
- Adèle? En robe de bal? Quelle nouvelle! Elle n'a pas de robe de bal.
- Pas de robe de bal? Demande à Paul!
- A Paul? A Paul Peyrol? Il n'est pas si matinal, en général, l'animal!
- Il a consulté le colonel Reboul sur les goûts d'Adèle. Et la robe de bal bleu pale, c'est lui, Paul, qui la lui a offerte.
- Et elle n'a pas fait de difficulté pour l'accepter?

D. h

Conversation:

- Halte-là!
- Hector! Cet homme est ahurissant! Halte-là! Halte-là! Au haut d'une côte! C'est une honte!

- Quelle histoire! Heureusement qu'il a l'air honnête.
- Honnête! C'est une hypothèse!

E. Jv

Conversation:

- Il est dans les vignes du Seigneur!
- Dans les vignes du Seigneur? Ce solide montagnard?
  C'est le signe que le cognac était bon!
- Le cognac... et aussi l'armagnac... et le bourgogne!
- Un vigneron bourguignon serait resté plus digne!

Content and Methodology

Level I - Seventh and Eighth Grade

I. General Comments:

From the material available at the time of this writing, we feel that the texts Commençons and Continuons are well suited for the Junior High School student. As far as we can tell, these texts cover the same grammar structures as presented in the Level I book. Therefore, having completed the series of two books, the student should be well prepared for the Level II text in ninth grade. It should be understood that Learning French the Modern Way I is designed for students who begin French in the ninth or tenth grade. The constructions are presented at a somewhat slower pace in Commençons and Continuons and the authors place a great deal of emphasis on the questions at the end of the dialogues and the "Lectures." In some instances the order of presentation is not the same as in Learning French the Modern Way I. However, the supplementary worksheets provided in the Level portion of this guide may be used or adapted for extra practice.

The short introductory passages lend themselves to dramatization and the numerous questions which follow help to reinforce the idioms and expressions intended for learning.

Conjugations are taught in an unusual manner and the actual format of all six persons is rarely seen. It may be helpful for the teacher to conjugate the verbs on the board in order to set up a clear, precise pattern in the students mind.

II. Idiomatic Expressions

Level I - Seventh Grade (Eighth Grade text not yet available)
Many of these idioms are found in the "lecture" of each chapter.

à cause de

aller à la pêche, à la chasse

à la main

à l'instant

à peu près

au nord

au matin du jour

au milieu de

au restaurant

au sommet

au sud de

au temps de

avoir de la chance

avoir peur

la carte du monde

changer du nom

Comme____est joli!

la Côte d'Azur

une course de bicyclette

un costume brodé

une dernière fois

donner des coups

du haut en bas

en bas de

encore

en France

en haut de

à l'est, à l'oeust

entrer en lutte

être bien

être debout

être dur

être en vacances

être fier de

être fou

facile de choisir

faire froid

faire chaud

faire beau

faire le tour

faire noir

faire sonner

garder le souvenir

les grands salons

il y a

jouer à

jouer de

le jour de l'arrivée

le samedi

l'un après l'autre

marquer un but

mettre à terre

monter à la montagne

monter en bateau

ou bien

par la mer

par le tunnel

partout

passer une journée

la pêche sous-marine

pendant...jours

les plages du débarquement

un port de pêche

porter un maillot

pour finir

prendre la place de

prendre le nom

près de

rentrer à

rester debout

rire de quelqu'un

les skis aux pieds

le ski nautique

sur les mers

tout de suite

toute la ville

tout le monde

III. Culture

The books, as they appear in rough form, seem to be culturally good, treating such topics as food, sports, the family, and such stories as "Le Sonneur de Notre Dame" and "Le Comte de Monte Cristo." Although the reading selections appear to be quite difficult, much dramatization and expansion can take place in the form of discussion, slides, bulletin boards, etc. which could make for an exciting classroom. It will be the teacher's responsibility, however, to discuss throughout the year, topics not covered in the text or current events. Bonjour is of some value in the seventh grade and may be even more useful in the eighth grade. The records which accompany the magazine are usually good and sometimes include a short song or game.

Beginning in the seventh grade, the students should become familiar with some basic aspects of French geography. This could be taken as a unit the first weeks of school while most of the work in class is oral. Items to be included would be: the five principal mountain rivers, boundaries, and the five principal mountain ranges. A similar unit on Paris could consist of the basic lay-out of the city, including the main monuments and parks. An early beginning in the seventh grade enables the teacher to add to this basic foundation on subsequent levels.

Some materials available from IMC to be used at this level include:

Records and Filmstrips:

"Bonjour Mademoiselle"
"Je Vais à Paris"
"Le Prince Pain D'Epices"
"Les Amis"
"Les Animaux"
"Les Trois Ours"
"Paris"

FRENCH

Content and Methodology

Level I

I. General Suggestions: The basic text Learning French the Modern Way I and the accompanying materials are very thorough and need little supplementation. The dialogues lend themselves to dramatization and the "Pronounciation et Intonation" and "Exercices Pratiques" sections at the end of each chapter are extremely valuable. After some experience with this book in the classroom, we would like to make the following suggestions. (The suggestions for Level One are more detailed than for the other Levels since our experience with them has been limited thus far.)

A. Some of the chapters tend to be rather lengthy so that it might be advantageous to divide them into two sections for testing purposes.

B. In Chapter One the Imperative Forms may need some additional explanation. Students frequently become confused by grammatical terms. Substituting the term "command form" may clear up difficulties.

C. In Chapter Five the text treats the Partitive and Partitive Negative. Students using this text have confused them with the use of the de forms to indicate possession. A worksheet may be used to help clear up this problem. (See Worksheet A)

D. At the beginning of Chapter Six it may be wise to give students a "Verb Chart" for easy reference. The chart we have included covers verbs through Chapter Eight. (See Worksheet B)

E. The negations "ne...jamais" and "ne...rien" are covered only briefly in Chapter Seven. Additional exercises from the workbook may be used.

F. In Chapter Eight, the section on Prepositions Plus the Infinitive is weak in supplementary exercises. Students may benefit from a series of translation exercises in which they must practice construction. Here are some examples:
1. We forget to be afraid.
2. He finishes preparing the sandwiches.
3. I ask my mother to watch television.
4. The teacher asks John to study the lesson.

G. In Chapter Nine the teacher may wish to provide students with a chart indicating Adjectives which precede the noun (as presented in Chapter Seven) and those which follow the noun.

H. Again in Chapter Nine a structured chart may be helpful in explaining Reflexive Pronouns. (See Worksheet C)

I. In the same chapter on page 171, exercise b, numbers 3,4,5, and 9, note the use of two verbs in the same sentence. Explanation of the placement of the direct object pronoun is necessary.

J. In Chapter Ten, page 174, exercise b, the teacher should explain the usage of the Disjunctive Pronoun with "penser à" plus a person since no note of this has been made in text.

K. It may be helpful to use an additional explanation and series of drills to reinforce Direct Object Pronouns. (See Worksheet D)

L. Before introducing the indirect object pronouns, a review of direct object pronouns, y and en might be helpful. (See Worksheet E)

M. If you like, expand the learning of the Indirect Object Pronouns with Worksheet F.

N. When introducing Past Participles of Irregular Verbs in Chapter Twelve, an additional chart may be helpful. (See Worksheet G)

O. An additional worksheet may be needed to help explain the Agreement of the Past Participle with the preceding direct object. (See Worksheet H)

P. In teaching Relative Clauses additional explanation is needed. (See Worksheet I)

Q. When teaching the Passé Composé of verbs conjugated with être in Chapter Fifteen, the included house chart aids students in recalling these verbs.

II. Idiomatic Expressions - Level One

à ce point de vue	aller bien
à coté de	à peu de chose près
à droite	à temps
à gauche	au coin de
à la fin	au cours de
à la ligne	au haut de
à la page	au milieu de
à la radio	au point du jour

avoir...ans

avoir beau

avoir besoin de

avoir chaud

avoir de la chance

avoir difficulté à (+ infinitive)

avoir du mal

avoir du monde

avoir envie de

avoir faim

avoir froid

avoir honte

avoir l'air

avoir l'intention de

avoir l'habitude de

avoir peur (de)

avoir raison

avoir soif

avoir sommeil

avoir tort

bien entendu

ça tombe bien

cela ne fait rien

C'est aujourd'hui...

C'est à voir

comme d'habitude

Comment allez-vous?

Comment ça va?

Très bien merci, et vous?

Comment dit-on?

Comment vous appelez-vous?

Je m'appelle...

couteau à fromage

d'abord

dans huit jours

de bonne heure

demander quelque chose à quelqu'un

de même

d'entre eux

de rien

eau à la bouche

en bas

encore une fois

en français, en anglais

en plein air

en retard

entrer dans, entrer dans la maison

en ville

être à

être en colère

être en train de

faire attention

faire beau (Il fait beau)

faire chaud

faire de même

faire des courses

faire du chahut

faire froid

faire frais

faire du soleil

faire du vent

faire la grasse matinée

faire la queue

faire le tour de

faire l'appel

faire un temps de chien

falloir - il faut

feu d'artifice

frapper à la porte

fruits de mer

il n'y a pas de quoi

il y a

jeter un coup d'oeil

je veux bien

jouer un tour à quelqu'un

la plupart du temps

la semaine en question

le dimanche

le long de

le matin

le soir

mais oui!

mais non!

manquer à (de)

merci (bien)

n'est-ce pas

passer du temps à

passer l'aspirateur

pièce de résistance

poser une question

premier étage

prendre au sérieux

prendre sa source

quand même

Quel âge avez-vous?

Quelle heure est-il?

- Il est une heure, etc.

Qu'il est beau! Comme il est beau!

remonter un reveil

rien de bon

s'attendre à

se demander

s'entendre bien avec

se mettre à

se mettre d'accord

se mettre en rangs

se passer

se passer de

se sentir

se servir

se servir de

se trouver

s'il vous plaît

sortir de

tant mieux! tant pis!

tout à fait

tout à l'heure

tout de suite

tout le monde

tout le temps

venir de

vers dix heures

viens donc!

voici, voilà

III. Charts

In some places we feel the book lacks structured lists. Charts may be necessary in the following instances:

A. Chapter One, page 7 - conjugation of "er" verbs (personal pronouns and endings)

B. Chapter Five, page 69 - chart of prepositions

C. Chapter Seven, page 120 - chart of adjective forms

D. Chapter Eleven, page 197 - list of colors, number and gender

E. Chapter Fourteen, page 253 - chart of the interrogative pronouns

F. Chapter Fourteen, page 257 - list of forms for additional adjectives

G. Chapter Fourteen, page 261 - list showing irregularities of adverbs formed from adjectives

IV. Culture

The book doesn't specifically cover such vocabulary as clothing, members of the family, parts of the body, meals, Christmas, etc. The teacher should include these in classroom discussion.

It will also be the teacher's responsibility to introduce cultural topics such as some typical foods and table manners, holidays, courtesy patterns, etc. Although the Ça Va magazine is somewhat difficult at the first level, it is valuable culturally and the students enjoy it.

In Level One the students should become familiar with some basic aspects of French geography. We suggest having the students do map work the first week of school as homework while they are doing the first chapter of the text orally in class. Items to include would be: the five principal rivers, boundaries, and the five principal mountain ranges. A similar unit on Paris could consist of the basic lay-out of the city, including the

principal monuments and parks. An early beginning on the First Level enables the teacher to add to this basic foundation on subsequent levels. With this general "connaissance" of the country, current events are also more easily discussed.

There are some excellent animated films available in IMC for Level I:

"La Petite Poule Rouge"
"Frère Jacques"
"Les Trois Ours"

Also we recommend films from the University of Minnesota:

"Aujourd'hui, Nous Visitons Paris"
"Le Pique-Nique"

Although some of the vocabulary may be beyond the comprehension of the Level I student, the cultural aspects reinforce the subject matter being taught in class and serve as a framework for good discussion. An outstanding introductory film in English is "France" available from Association Films, Inc., 561 Hillgrove Ave., La Grange, Illinois, 60525. It is a rent-free film put out by T.W.A. The teacher is encouraged to show additional films of his own choosing.

The supplementary reader Lisons is especially good towards the end of Level I. Through the reading of this book, the students will see in context the material they have just covered. It would serve as a good "end of the year" activity for Level I or a nice way to begin Level II while the teacher is taking the review.

In Level I only one film "La Maisonnee" accompanies the text. This film is divided into two parts and should be used at the place indicated in the teacher's manual.

WORKSHEET A - Chapter 5
"DE"

"1" Possession affirmative

"2" Possession negative

"3" Partitive

"4" Partitive negative

Fill in the blank with the correct form of de. Then put the number of the correct label on the right. Tell me if the sentence is showing possession, is a partitive, negative, etc. Think!!

1 1. C'est le livre de Paul.

_____2. J'ai _____ crème.

_____3. Il n'a pas _____ classes.

_____4. Il n'y a pas _____ encre.

_____5. Voilà la robe _____ professeur.

_____6. Je n'ai pas le crayon _____jeune fille.

_____7. Il n'a pas _____ livres.

_____8. Vous n'avez pas le crayon _____ Paul.

_____9. Ils ont le tableau _____ enfant.

_____10. Voici les enfants _____ homme.

_____11. J'ai _____ frères.

_____12. Je n'ai pas _____ frères.

_____13. J'ai les livres _____ jeune fille.

_____14. Je n'ai pas les livres _____ jeune fille.

_____15. J'ai _____ livres.

_____16. Je n'ai pas _____ livres.

_____17. Il a le cahier _____ Paul.

_____18. A-t-il le cahier _____ Paul?

_____19. Il n'a pas le cahier _____ Paul.

_____20. Il n'a pas _____ cahier.

WORKSHEET B - VERBS

A. Endings:

"er"		"ir"		"re"	
e	ons	is	issons	s	ons
es	ez	is	issez	s	ez
e	ent	it	issent	-	ent

B. Regular "er" verbs whose consonant doubles:

jeter - to throw		épeler - to spell		appeler - to call	
je jette	nous jetons	j'épelle	nous épelons	j'appelle	nous appelons
tu jettes	vous jetez	tu épelles	vous épelez	tu appelles	vous appelez
il jette	ils jettent	il épelle	ils épellent	il appelle	ils appellent

C. Regular "er" verbs whose stem ends in "i":

étudier - to study		oublier - to forget	
j'étudie	nous étudions	j'oublie	nous oublions
tu étudies	vous étudiez	tu oublies	vous oubliez
il étudie	ils étudient	il oublie	ils oublient

D. "ir" verbs:

finir - to finish		choisir - to choose	
je finis	nous finissons	je choisis	nous choisissons
tu finis	vous finissez	tu choisis	vous choisissez
il finit	ils finissent	il choisit	ils choisissent

E. Regular "re" verbs:

perdre - to lose		attendre - to wait for		vendre - to sell		entendre - to hear	
je perds	nous perdons	j'attends	nous attendons	je vends	nous vendons	entends	entendons
tu perds	vous perdez	tu attends	vous attendez	tu vends	vous vendez	entends	entendez
il perd	ils perdent	il attend	ils attendent	il vend	ils vendent	entend	entendent

F. Verbs like PRENDRE:

prendre - to take		comprendre - to understand		apprendre - to learn	
je prends	nous prenons	je comprends	nous comprenons	j'apprends	nous apprenons
tu prends	vous prenez	tu comprends	vous comprenez	tu apprends	vous apprenez
il prend	ils prennent	il comprend	ils comprennent	il apprend	ils apprennent

G. Simply irregular:

faire - to do, to make		venir - to come		voir - to see	
je fais	nous faisons	je viens	nous venons	je vois	nous voyons
tu fais	vous faites	il viens	vous venez	tu vois	vous voyez
il fait	ils font	il vient	ils viennent	il voit	ils voient

recevoir - to receive		vouloir - to want		pouvoir - to be able		dire - to say	
je reçois	nous recevons	je veux	nous voulons	je peux	nous pouvons	je dis	nous disons
tu reçois	vous recevez	tu veux	vous voulez	tu peux	vous pouvez	tu dis	vous dites
il reçoit	ils reçoivent	il veut	ils veulent	il peut	ils peuvent	il dis	ils disent

WORKSHEET C - Chapter 9

Reflexive Pronouns

We know 2 kinds of pronouns:

Personal		Disjunctive		Reflexive	
je	nous	moi	nous	me	nous
tu	vous	toi	vous	te	vous
il, elle	ils, elles	lui, elle	eux, elles	se	se

These pronouns reflect the action of the verb back to the subject:

je lave la voiture. The car is receiving the action, it is being washed.

je me lave. Here, I (the subject) is receiving the action, I am being washed.

se laver - to wash oneself
se lever - to get up
s'appeler - to be named (call oneself)
se coucher - to go to bed
s'asseoir - to be seated

ECRIVEZ EN FRANCAIS:

1. I wash. _____
2. He gets up. _____
3. She washes her brother. _____
4. They are named John and Paul. _____
5. He washes himself. _____
6. They get up. _____
7. We wash. _____

INTERROGATIVE

To invert:

Invert the subject and the verb placing the reflexive pronouns before the verb.

Il se couche. Se couche-t-il?

To use est-ce que:

Simply place "est-ce que" at the beginning of the sentence as usual.

Il se couche. Est-ce qu'il se couche?

METTEZ A L'INTERROGATIVE:

	Inversion	Est-ce que
1. Il se lave.	_____	_____
2. Nous nous couchons.	_____	_____
3. Vous vous levez.	_____	_____
4. Nous nous lavons.	_____	_____
5. Tu te couches.	_____	_____
6. Elle s'appelle.	_____	_____

WORKSHEET D

Direct Object Pronouns

A. Direct Object Pronouns

me	nous
te	vous
le	les
la	

B. Placement

Je cherche le garçon.
sub, verb d.o.

1. Je le cherche
d.o. pronoun

2. Je ne le cherche pas.
negation

3. Le cherche-t-il?
d.o. verb sub pronoun

4. Cherche-le!
verb d.o. pronoun

5. Ne le cherche pas!
negation

1. Simple sentence using the direct object pronoun
2. Negative
3. Interrogative using inversion
4. Imperative affirmative
5. Imperative negative

Can you list the different kinds of pronouns we now know and give an example of each?????

ECRIVEZ EN FRANCAIS:

1. Listen to the radio. _____
2. Listen to it. _____
3. We are looking for the boys. _____
4. We are looking for them. _____
5. Don't wait for me. _____
6. The teacher is looking at you. _____
7. I am not asking you. _____
8. Don't ask for them (the pencils). _____
9. Do you want to see the children? _____
10. Do you want to see them? _____
11. Her mother calls her. _____
12. Her mother's name is Jeanne. _____

13. She washes him. _____

14. She washes herself. _____

15. Look for the boy. _____

16. Don't look for the boy. _____

17. Look for him. _____

18. Don't look for him. _____

19. I look for the boy. _____

20. I don't look for him. _____

WORKSHEET E - Chapter 10

Direct Object Pronouns

Replace the correct portion of the sentence with D.O., "en" or "y":

1. Nous voulons chercher les garçons. _____
2. J'entre dans la salle. _____
3. Il décide de voir le film. _____
4. Je veux des crayons bleus. _____
5. Il pense à l'école. _____
6. Je vois la robe de Marie. _____
7. Ils ont du pain. _____
8. Les livres sont sur le bureau. _____
9. Ils commencent à aller dans la cuisine. _____
10. Il pense à son amie. _____
11. Ils regardent la télévision. _____
12. Vous donnez les robes à Marie. _____
13. Ils vont à l'école. _____
14. Il choisit d'aller en ville. _____
15. J'ai peur de courir dans le couloir. _____

Mettez les phrases suivantes au négative:

1. Allez-y! _____
2. Cherchez-le. _____
3. J'en parle à Marie. _____
4. Je m'appelle Jeanne. _____
5. Tu finis de les préparer. _____

Ecrivez en français:

1. We look at the girl. _____
2. Replace the D.O. with the pronoun _____
3. Negate it. _____
4. Impérative affirmative _____
5. Impérative négative _____

WORKSHEET F - Indirect Objects

me	nous
te	vous
lui	leur

When the object of a verb is introduced by "à", it's called an indirect object. When this refers to a person, we use the indirect object pronouns.

As before, when it's "à" plus a thing, we use "y".

These pronouns occupy the same place as the other object pronouns - before the verb - except in the imperative affirmative.

1. Je donne le livre à Marie. _____
2. Il apporte la glace au garçon. _____
3. Allez à la salle douze. _____
4. Ne parlez pas à la jeune fille. _____
5. Présentez votre amie à Jean. _____
6. Nous marchons en ville. _____
7. Nous allons à la maison de Jean. _____
8. Il donne la voiture à son fils. _____
9. Parlez-vous aux jeunes filles? _____
10. Nous marchons à notre mère. _____
11. Nous disons beaucoup à nos parents. _____

ATTENTION ATTENTION ATTENTION!!!!

PENSER, COURIR, and ALLER do not take the indirect object pronouns when referring to a person. They take the disjunctive pronoun after "à."

1. Il court à sa mère. Il court à elle.
2. Il va à son père. _____
3. Nous allons à Jean. _____

Replace all pronouns:

1. Je parle à Jacques. _____
2. Je donne le livre à mon frère. _____

3. Il donne le livre à son frère. _____

4. Il court à Marie. _____

5. Il court à la maison. _____

6. Nous allons chez Jean. _____

7. Ne pensez pas à l'école. _____

8. Donnez les robes à ces jeunes filles. _____

9. Ne donnez pas les robes à ces jeunes filles. _____

10. Ne donnez pas les robes à ces jeunes filles. _____

11. Il veut parler aux garçons. _____

12. Demandez du papier à la mère. _____

13. Je parle à Paul après la classe. _____

WORKSHEET G

Past Participle of Irregular Verbs

REGULAR

parler	parlé
finir	fini
choisir	choisi
vendre	vendu

"ir" verbs drop the r

"re" verbs replace the "re" with u

IRREGULAR — Apprenez-les par coeur!!

croire	cru	lire	lu
courir	couru	boire	bu
avoir	eu	écrire	écrit
être	été	ouvrir	ouvert
savoir	su	prendre	pris
connaitre	connu	comprendre	_____
recevoir	reçu	apprendre	_____
voir	vu	dire	dit
vouloir	voulu	faire	fait
pouvoir	pu		

Ecrivez:

1. I spoke. _____
2. He was able to. _____
3. She received. _____
4. We understood. _____
5. You knew. _____
6. I had. _____
7. We were. _____
8. You did. _____
9. I learn. _____
10. She drank. _____
11. They read. _____
12. We had. _____
13. He saw. _____
14. They opened. _____

WORKSHEET H

Agreement of Past Participle

Répondez en remplaçant l'objet par un pronom:

1. A-t-il donné le livre à Jean? _____
2. Avez-vous cherché les jeunes filles? _____
3. As-tu du pain? _____
4. Avons-nous posé les questions? _____
5. Est-ce que Marc a répondu à la question? _____
6. Avez-vous rencontré Marie? _____
7. A-t-elle montré ses robes à la classe? _____
8. Avez-vous compris les professeurs? _____
9. Avons-nous dit la vérité? _____
10. J'ai rencontré Jeanne ici. _____
11. A-t-il appris la nouvelle leçon? _____
12. Avez-vous répondu au garçon? _____
13. Avez-vous fait les jupes? _____
14. As-tu compris la question? _____
15. A-t-il couru à l'école? _____
16. Avez-vous fini cette leçon? _____
17. Avons-nous vendu les maisons? _____
18. Est-ce que Philippe a regardé les blondes? _____

WORKSHEET I

Relative Clauses

No Preposition

Qui — subject of a relative clause

Jean qui est là-bas est mon frère.
Marie qui parle français est jolie.

Que — object of a relative clause

Le professeur que vous voyez vient de France.
Le livre que vous avez mis sur la table est à moi.

With a Preposition

Qui — a preposition plus qui is used referring to people

à qui
pour qui
de qui

Le garçon à qui vous parlez a beaucoup d'argent.
L'homme pour qui vous travaillez est gentil.

Lequel — a preposition plus a form of lequel is used referring to things

sur lequel
dans lequel
pour lequel

Le stylo avec lequel vous écrivez est au garçon.
Les écoles dans lesquelles on étudie sont modernes.

ATTENTION!!

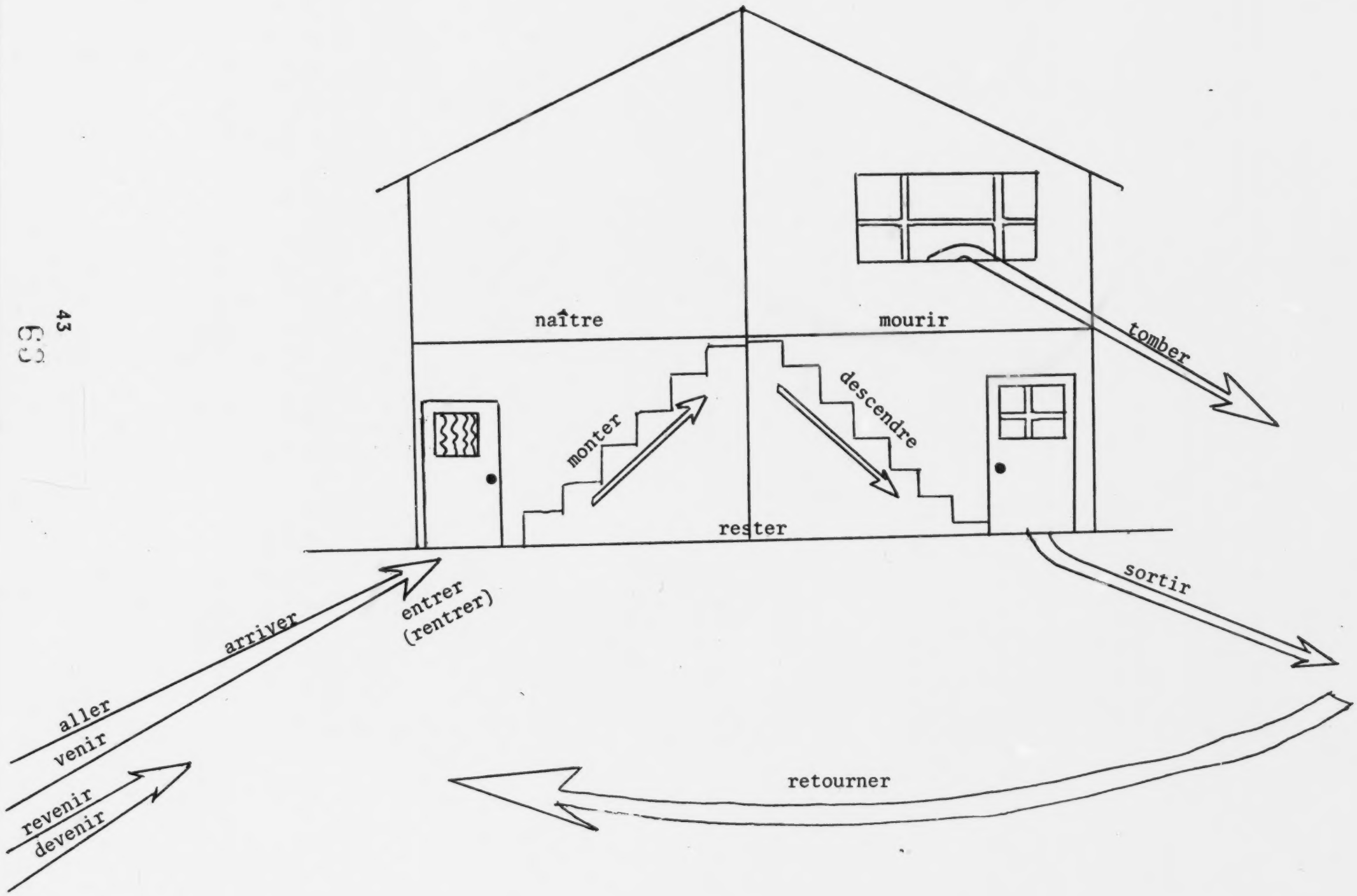
1. If the preposition is "à" and refers to a thing, a certain form of lequel must be used: auquel, auxquels, à laquelle, auxquelles.

   L'école à laquelle je vais est loin d'ici.
   Les livres auxquels vous pensez sont bons.

2. If the preposition is "de" and refers to a thing, another form of lequel must be used: duquel, desquels, de laquelle, desquelles.

   La robe de laquelle j'ai besoin coûte beaucoup d'argent.
   Le livre duquel vous parlez s'appelle Learning French the Modern Way I!

LA MAISON D'ETRE



Content and Methodology

Level II

I. General Suggestions: A thorough review of the First Level content in the Second Level text serves to bring the students back to the world of French in September. At this time the teacher may wish to refer back to the worksheets provided in Level One. In addition, we are including a review sheet on the Passé Composé. (See Worksheet A). This review is followed by Chapter Fifteen, the last chapter in the First Level, which eases the students into their next year of study.

The presentation of French culture is very good, being reinforced by the excellent films which accompany the introductory stories for each lesson. After showing the film, it is advisable for the teacher to discuss the story through dramatization and to answer the questions in the form of an "oral résumé." A thorough explanation by the teacher will be necessary since the stories contain some difficult passages. Once they have been mastered, a reshowing of the film is encouraging to the students.

Once again, as in Level One text, the "Devoirs Ecrits" and "Exercices Pratiques" are valuable. The workbook reinforces many of the grammatical points. However, as an additional aid to the teacher, the following suggestions may be noted:

A. In general, once a grammatical structure has been presented, the text fails to include it in later chapters. For example, "ce qui" is introduced in Chapter 18 and is rarely used in the following lessons. The teacher should probably do his best to make use of these structures in his oral work in class.

B. At the end of each chapter there is a good cultural reading selection which is often too difficult for the student at that point. As the author points out, these needn't be taken in order and it might be wise to postpone the reading until the students are better prepared.

C. The main emphasis in the Second Level lies in the area of Verb Tenses. To provide additional practice, we have included a tense worksheet. See Worksheet B.

D. When teaching Comparative and Superlative Forms, the workbook contains additional exercises. Note that page 14, exercise 9 of the workbook, using "meilleur" and "mieux" should be expanded by the teacher.

E. When presenting the Futur (p 69) we suggest approaching it as the infinitive plus the "avoir" endings.

F. Students tend to find difficulty using the Futur after "quand, aussitôt que, dès que, et après que." An additional worksheet may be beneficial. (See Worksheet C)

G. In Chapter 24, the distinction between the Imparfait and the Passé Composé may need additional work. Worksheets such as the ones included may be beneficial. (See Worksheet D)

H. In Chapter 25, pages 160-161, refer to the included chart when teaching the Construction of Conditional Sentences. (See Chart E)

I. In Chapter 26, the presentation of the Order of Pronouns may be explained through the following schema:

	b		b		b		b
me	e		e		e		e
te	f	le	f	lui	f	y	f	en
se	o	la	o	leur	o		o	
nous	r	les	r		r		r	
vous	e		e		e		e	

II. Idiomatic Expressions - Level II

à cause de	au-dessus de
à cette heure	au fond de
à cheval	au lieu de
à l'aide de	au milieu de
à l'ombre	au moins
afin de	au pied de
à la fois, pour une fois	au printemps
à force de	au secours
à l'étranger	autour de
à peine	avoir le temps de
apprendre par coeur	avoir l'occasion de
à propos de	boîte à lait
à son goût	boîte à lettres
assister á	c'est à voir
à travers	c'est dommage
au bout de	c'est entendu
au-dessous de	convenir de, convenir à

de bon appétit
de bon coeur
de jour en jour
de plus, de plus en plus
de son mieux
de temps en temps
douter de, se douter de
du matin au soir
en automne
en chemin
- dans le bon chemin
- sur le chemin du retour
- le chemin de fer
en effet
en été
en face, en face de
en hiver
entendre parler de
entendre dire (que)
en route, bonne route
en tout cas
entrer dans la maison
en un clin d'oeil, un coup d'oeil
en vacances
être à court d'argent
être fauché
être obligé de
faire attention
faire des progrès
faire des provisions
faire du brouillard
faire grand cas de
faire la connaissance de
faire l'école buissonière
faire la queue
faire la vaisselle
faire mal à
faire une promenade à cheval
faire une promenade à pied
faire une promenade en auto
faire une promenade en bateau
faire un voyage
faire une visite à
un grand magasin
je le crois bien
jouer à la ronde
jusqu'à
le pour et le contre
mettre en jeu
mettre un chapeau
monter à cheval
monter à bicyclette
n'importe où, etc.
panier à provisions
par conséquent
par jour, par mois, etc.

part

- d'une...
- de la...de
- à...
- nulle...
- quelque...
- autre...

par terre

pas du tout

passage à niveau

passer un examen

réussir à un examen

échouer à un examen

une peinture à l'huile

poser un lapin à quelqu'un

reprendre son souffle

quelque chose de (plus adjective)

rester au lit

s'amuser à

sans doute

s'approcher de

sauter à la corde

se brosser les dents

se casser le bras

se charger de

se contenter de

se dépêcher de

s'envoyer des injures

se marier

se porter bien

se rendre compte de

se rappeler

serrer la main de quelqu'un

se trouver

songer à

suite de

tâcher de taper du pied

toucher à la fin

tout d'un coup

tout à coup

III. Culture

The films, which accompany this series, are the main source of cultural enrichment. These should be used as extensively as possible to discuss life in France and to serve as an introduction to grammatical structures.

The basic geography and culture learned in Level I may now be expanded through the media of films, maps, bulletin boards, current events and the Scholastic magazine Ça Va. This periodical is especially effective at this level. Students should be introduced to art and music through effective bulletin boards and occasional records in class.

Part of the year's activities could include a trip to the Minneapolis Art Institute to view the display on the Impressionists.

WORKSHEET A

PASSE COMPOSE REVIEW

parler	parlé
finir	fini
descendre	descendu

AVOIR		ETRE	
Present	Il parle	Present	Il tombe
P.C.	Il a parlé	P.C.	Il est tombé
Neg.	Il n'a pas parlé	Neg.	Il n'est pas tombé
Interr.	A-t-il parlé?	Interr.	Est-il tombé?
Interr. Neg.	N'a-t-il pas parlé?	Interr. Neg.	N'est-il pas tombé?

VERBS CONJUGATED WITH ETRE:

naître	to be born	né	retourner	to go back	retourné
mourir	to die	mort	revenir	to come back	revenu
aller	to go	allé	devenir	to become	devenu
venir	to come	venu	monter	to go up	monté
partir	to leave	parti	descendre	to go down	descendu
arriver	to arrive	arrivé	rester	to remain	resté
sortir	to go out	sorti	tomber	to fall	tombé
entrer	to enter	entré			
rentrer	to go home	rentré			

COMMON REFLEXIVE VERBS:

s'amuser	to have a good time	s'habiller	to dress (oneself)
s'appeler	to be called	se laver	to wash (oneself)
se blesser	to hurt oneself, to get hurt	se lever	to get up
se brosser	to brush oneself	se porter	to feel (of health)
se coucher	to lie down, to go to bed	se promener	to take a walk
se dépêcher	to hurry	se réveiller	to wake up
s'ennuyer	to get bored	se trouver	to be situated
se fâcher	to get angry		

RULES:

1. The past participle of verbs conjugated with AVOIR agrees in number and gender with the preceding direct object. (PDO)
2. The past participle of verbs conjugated with ETRE agrees in number and gender with the subject.
3. The past participle of reflexive verbs agrees with the preceding direct object (PDO)

   ex. Marie s'est lavé le visage.
   Marie s'est lavée.

WORKSHEET B

Given	Tense	English meaning	(en francais) Use in a sentence
j'ai eu	Passé Composé	I had.	J'ai eu trois livres, mais j'en ai perdu un.
je serai			
nous arriverons			
il est entré			
j'aurais parlé			
elle sera rentrée			
je marche			
vous arriveriez			
ils sauraient			
elle est arrivée			
il aura dansé			
elle aura lu			
il devrait			
nous aurons vu			
je voudrais			
vous auriez acheté			

WORKSHEET B

Present	Futur Proche	Futur	Passé Composé	Futur Antérieur
je parle				
elle sort				
nous arrivons				
j'entre				
il marche				
vous regardez				
j'ai				
vous êtes				
ils savent (savoir)				
vous voulez				
je fais				
j'arrive				

WORKSHEET B

Present	Conditionnel	Imparfait	Plus-que Parfait
je parle			
elle sort			
nous arrivons			
j'entre			
il marche			
vous regardez			
j'ai			
vous êtes			
ils savent			
vous voulez			
je fais			
j'arrive			

WORKSHEET C

LE FUTUR

Fill in the blank with the correct form of the verb:

1. Quand le professeur (gives)_____un examen, je (receive)_____ de bonnes notes.

2. Si Jean (goes)_____en France, il (will see)_____l'Arc de Triomphe.

3. Je (will be)_____heureuse aussitôt que je (finish)_____ mon devoir.

4. Tous les jours, quand la cloche (rings)_____, nous (leave)_____.

5. Je (will receive)_____de bonnes notes si je (study)_____.

6. Chaque année, quand je (am)_____à Paris, je (visit)_____ le Louvre.

7. Ils (will begin)_____quands ils (know)_____la réponse.

8. Si nous (are)_____sages, nous (will receive)_____une nouvelle bicyclette.

9. Vous (will go)_____quand Mlle Dupont (arrives)_____.

10. Quand il (is-faire)_____beau, je (wear-porter)_____un pullover.

WORKSHEET D

PASSE COMPOSE ET L'IMPARFAIT

IMPARFAIT:

- Customary or repeated action in the past

  Autrefois, je me levais de bonne heure.

- Incomplete action

  Je lisais mon journal quand Marie est arrivée.

- Events or conditions in progress - background for other events.

  Il faisait beau quand il a commencé à pleuvoir.

Many times the tense depends upon the speaker - how he views it.

PASSE COMPOSE:

- Block of time - specific time and action - COMPLETE

  Hier, je me suis levé(e) de bonne heure.

Ils sont venus en ville ——————→ They came to town.

Ils venaient en ville. ——————→ They were coming to town.
——————→ They would come to town.
——————→ They used to come to town.

Nous sommes allés aux matches. ——————→ We went to the games.

Nous allions aux matches. ——————→ We were going to the games.
——————→ We would to to the games.
——————→ We used to go to the games.

Answer correctly using either one of the two past tenses:

1. Pouquoi restez-vous à la maison? Pourquoi êtes-vous resté à la maison?
   Parce que je suis malade. _____
   Parce que mon père ne me permet pas de sortir. _____

2. Comment pouvez-vous arriver avant midi? Comment avez-vous pu arriver avant midi?
   Il n'y a pas de voitures sur la route. _____
   Je me dépêche. _____

3. Pourquoi entrez-vous au café? Pourquoi êtes-vous entré au café?
   Parce qu'un ami m'appelle. _____
   Parce qu'il fait froid dans la rue. _____

Dimanche dernier, nous (aller)_____chez ma tante pour un pique-nique. Il (faire)_____beau et l'après-midi (être)_____très agréable. Nous (manger)_____de la viande, des tomates, des oeufs, du pain, et du vin. Je (manger)_____trop. Ce (être)_____la fête de ma petite soeur et nous (donner, lui)_____des cadeaux. Elle (être)_____très heureuse. Après le pique-nique nous (retourner)_____à la maison. Nous (être)_____très fatigués de notre longue journée.

WORKSHEET D

PASSE COMPOSE vs. IMPARFAIT

I En ce moment, j'habite (1.) à Paris, mais j'ai un oncle qui possède (2.) une petite maison à la compagne. Il y vit (3.) tout seul avec son chien. Ce n'est (4.) pas très loin de Paris.

Chaque dimanche je vais (5.) le voir et je passe (6.) l'après-midi avec lui. J'arrive (7.) un peu avant midi. Le chien est (8.) heureux de me voir. C'est (9.) une bête très intelligente.

II Vers sept heures, il commence (10.) à s'agiter; il sait (11.) que, pour moi, c'est (12.) l'heure de partir. Presque toujours mon oncle m'accompagne (13.) à la gare et le chien vient (14.) avec nous. Ce chien s'arrête (15.) quelque fois, il revient (16.) vers moi, et il pousse (17.) quelque petits cris comme pour me dire qu'il regrette (18.) de me voir partir.

Fill in the blanks with the correct form of the verb if this paragraph began "Quand j'étais jeune..."

1. _____ 10. _____
2. _____ 11. _____
3. _____ 12. _____
4. _____ 13. _____
5. _____ 14. _____
6. _____ 15. _____
7. _____ 16. _____
8. _____ 17. _____
9. _____ 18. _____

Now fill in the blanks with the correct form of the verb for only the second paragraph if it began "Dimanche dernier..."

5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____
8. _____ 15. _____
9. _____ 16. _____
10. _____ 17. _____
11. _____ 18. _____

WORKSHEET E

Construction of Conditional Sentences

(Conditional Sentences are understood to be sentences having a cause and a result clause.)

	Causal Clause	Result Clause
1.	(PRESENT)	(FUTURE)
	If I have enough money,	I will go to the show.
	Si j'ai assez d'argent,	j'irai au cinéma.
2.	(PAST)	(CONDITIONAL)
	If I had enough money,	I would go to the show.
	Si j'avais assez d'argent, (imperfect)	j'irais au cinéma.
3.	(PAST PERFECT)	(CONDITIONAL PERFECT)
	If I had had enough money,	I would have gone to the show.
	Si j'avais eu assez d'argent,	je serais allé au cinéma.

NOTE: Neither in English nor in French is any conditional form of the verb used in the causal clause.

Content and Methodology

Level III

I. General Comments:

The third year of a foreign language should be one of refinement and reinforcement. Each "Tableau" of the text is devoted to a certain aspect of French culture. They contain writings pertinent to the subject matter and beautiful color plates, which serve as a good introduction to art. Each "Tableau" also contains a section which reviews various grammer points with plentiful exercises.

Reading should receive the main emphasis in the third year, both intensive and extensive. Intensively, the student should study the grammatical structures and work on new vocabulary and accuracy. Extensively, the student should read for fun, form and theme or content.

Writing is also important in Level III but should be in the form of short paragraphs, resumés, or a short dramatization. Here they are moving from the highly structured forms of Level I and Level II to a freer form of expression.

It must be noted that a comprehensive grammar review is also of utmost importance. Since the student is learning a skill, he needs constant practice. It is only through this practice, that speaking and writing will become automatic. The grammar review should be a regular part of each day's activities. Suggested grammar reviews are:

Amsco workbook
Nouveau Cours Pratique - De Sauzé
French Review Grammar - Dondo Ernst

II. Idiomatic Expressions:

s'agir de

aller et retour

à bonne allure

aussi bien

avoir le coup d'oeil

coup du même

se cramponner à

croire au ciel

avoir du culot

à la dérive

se donner du mal

éclat de rire

ça m'est égal

esprit d'équipe

et ainsi de suite

étoile à la belle

faire encore noir

au fil de

à fleur de

à la fois

le fou rire

à grands frais

être friand de

froncer le sourcil

avoir grand-peur

en gros

se heurter à

avoir le hoquet

main-d'oeuvre

faire le ménage

monter à cheval

se moquer de

se nourrir de

nu-pieds

nu-tête

nulle part ailleurs

prendre un parti

se passer de

tirer parti de

à plaisir

une poignée de main

je vous en prie

se résoudre à

prendre sa retraite

à titre expérimental

de ce train-là

à tue-tête

valoir la peine

faire valoir

valoir mieux

état de veille

faire de la voile

à la volée

en vouloir à quelqu'un

la vue basse

III. Culture

The teacher should continue the emphasis on various aspects of French culture and civilization, deepening the student's appreciation and knowledge of "les français." Supplementary reading, which is encouraged at this level, could include the following:

Belle-Hans	Promenade en France
Brodin-Ernst	La France et les Français
Keating-Clubb	Journal Parisien
Hartcourt-Brace	Joachim a des Ennuis

A film entitled "Paris - Un Rêve pour Tous" accompanies the text and can be used for cultural enrichment.

WORKSHEET A

REVIEW OF FRENCH VERBS

Regular Verbs

donner (1st Conjugation)
finir (2nd Conjugation)
répondre (3rd Conjugation)

Irregular Verbs

avoir
être

(Orthographic changing "er" verbs)
- commencer
- changer
- acheter
- se lever
- espérer
- employer
- se promener

partir
- sortir
- sentir
- servir
- dormir

venir, tenir

pouvoir, vouloir, savoir, devoir — Past participle ends in "u". (Note varying translations of "devoir" in Eng. in the different tenses.)

connaître, boire, croire, lire — Past participle ends in "u".

dire, écrire, suivre, prendre, mettre, faire — Past participles end in:
- -i
- -is
- -it

(se) plaindre
- atteindre
- peindre
- craindre
- éteindre
- rejoindre

Irregular Verbs (continued)

ouvrir
- offrir
- souffrir
- couvrir

Past participle ends in "ert".

Miscellaneous Irregular Verbs

- aller
- acquérir
- s'asseoir
- battre
- bouillir
- conclure
- conduire
- coudre
- courir
- croître
- cueillir
- envoyer
- falloir
- fuir
- haïr
- naître
- mourir
- plaire
- pleuvoir
- reçevoir
- resoudre
- rire
- suffire
- vaincre
- valoir
- vêtir
- vivre
- voir

Verbs conjugated with "être" as the auxiliary verb:

- aller / venir
- monter / descendre
- sortir / entrer
- arriver / partir
- naître / mourir
- tomber
- rester
- retourner

(Also use être: any compounds built on the above verbs.)

WORKSHEET B

USE OF THE SUBJUNCTIVE AFTER VERBS OF THINKING OR BELIEVING

penser
croire

1. After an AFFIRMATIVE verb of thinking or believing: Indicative.

2. After a NEGATIVE verb of thinking or believing: (Almost always use the SUBJUNCTIVE)

3. After an INTERROGATIVE: Indicative or subjunctive to indicate respectively relative certainty on the one hand and doubt on the other (in the mind of the speaker).

For example:

1. (INDICATIVE) Croyez-vous qu'il viendra?
(Do you think he'll come?)
(Meaning "I do."

This indicates that the speaker is fairly certain that "he will come."

2. (SUBJUNCTIVE) Croyez-vous qu'il vienne?
(Do you think he'll come?)

That is: "I'm not sure.
What do you think?"

4. After a NEGATIVE INTERROGATIVE: Indicative or subjunctive indicate respectively relative certainty or doubt in the mind of the speaker.

Content and Methodology

Level IV

I. General Comments:

The primary emphasis in Level IV is on literary reading. At this stage the student is ready to read the literature that Frenchmen read, he no longer needs a simplified or revised version. The variety of materials to be read is great, and the teacher should feel free to select those from the suggested list he feels the students will enjoy and benefit from. The text La France: Les Grandes Heures Littéraires presents examples of French literature from the fifteenth to the twentieth century and arranges them according to genre. Short stories, poems, essays, letters, maxims, scenes from plays and excerpts from novels by the most representative authors from different periods have been selected. These readings are intended for in-depth study since they are accompanied by study guides, cultural and historical notes, vocabulary as well as study questions, and topics for discussion.

In addition to these intensive readings, the student should also be allowed to do some extensive reading. This is beneficial for several reasons: it builds speed in reading French and it gives the student a feeling of accomplishment when completing an entire work.

The following list of works may be used for supplementary reading:

De Sauzé - True	Grammaire Française
Celières - Lipp	Pour Les Bavards (classroom conversation)
Lyons and Searles	Eight Classic French Plays
Voltaire	Candide
Vercors	Silence de la Mer
Balzac	Eugénie Grandet
Beque	Choix de Poésies
Camus	L'Etranger
Camus	La Peste
Beaumarchais	Barbier de Seville
Catanes et Robert	Promenades Littéraires et Historiques
Grant, Sachs, Grant	French Stories, Plays and Poetry
De Sauzé - Dureau	Un Peu de Tout
Gauthier	Variété
Saint Exupéry	Le Petit Prince
Molière	Le Bourgeois Gentilhomme
Rostand	Cyrano de Bergerac
Sartre	Les Jeux Sont Faits
Doudet	Tartarin de Tarasson
Anouilh	Antigone
Brodin Ernst	La France et les Français - reference
Ionesco	Rhinocéros
Kretsch	Images et Reflets Littéraires
Cobb	Pages à Plaire
Bond	Première Etape - graded reader } individual
Bond	Deuxième Etape - graded reader } selections
Campbell - Bauer	La Robe et le Couteau
Bergens - Noakes	Prévert Vous Parle

The reading skill being developed can be put into application through writing. At this level the student should be able to carry on meaningful literary conversation and discussion. Topics are provided after each selection. Another method for improving conversation is to make use of the French periodicals. Students read an article from "Paris-Match" or "Elle" and then tell their classmates about what they have read. This also keeps the students informed on current events and trends in France.

The section entitled "Sujets de rédaction" which concludes each unit of study provides provocative thought questions to guide students in literary composition. The writing of a good essay in French should be practiced at this level. (Refer to Outline A)

Grammar principles may be reviewed as needed and as individual problems arise. A verb worksheet has been provided. (See Worksheet B) The grammar text Langue Ecrite, Langue Parlée may also be very helpful.

II. Idiomatic Expressions

dès l'abord

action d'éclat

d'ailleurs

pour ainsi dire

du bel air

s'en aller

- allez-vous-en ailleurs

avoir l'âme chevillée au corps

remettre d'aplomb

à l'appui de

à tirer à l'arc

temps d'arrêt

s'attendrir

d'autant plus que

avaler sa langue

s'aviser

porter une botte

à toute bride

aller sur les brisées

cahier de brouillon

faux bruits

en cachette

de pied en cap

faire des caprices

sur le champ

chemin

- battu

- détourné

- de traverse

- faisant

chemise de nuit

chère la bonne

choix de

à votre choix

de choses et d'autres

se mettre en colère

pour comble de tout

tenir compte de

ne pas tenir compte de

passer condamnation

conseil judiciare

du côté de

lever le coude

couler à pic

à coup sur

coup de théâtre

monter un coup à la tête

au grand couvert

cuir anglais

se débrouiller

en défaut

se dégager

se dérober

se deviner

se disposer

se douter

dresser le plan

se dresser

en égard à

s'égarer

se faire embaucher

n'empêche

on ne peut s'empêcher

s'emporter

encombrement de la circulation

et tout ce qui s'ensuit

faire entrevoir

passer l'envie

s'éteindre

s'étonner

au fait

fer étamé

se figurer

aux flambeaux

de bonne foi

une bonne fois

au fond

à force de

se faire fort de

mettre en garde

prendre garde

glace sans tain

à gorge déployée

faire grace de

au plus gros

gros mot

à votre guise

au hasard

par hasard

à la hâte

se hâter

se heurter

huile de foie de morue

n'importe

n'importe quel

qu'importe

se jeter à l'eau

en jeu

jeux de scène

au juste

au large

du jour au lendemain

libre à vous

se lier

au lieu de

au lieu que

avoir lieu

franche lippée

livrer bataille

lors même que

jour maigre

maille de rompue

à bon marché

se meler à (de)

mener de front

n'en pas mener large

à mesure que

mise à nu

mise en scène

je m'en moque

se faire moquer

moyennant quoi

nappe d'eau

nerf de boeuf

se nouer

dans l'occasion

et mon oeil!

a l'ombre

ongle crochu

en outre

outre - mer

pan coupé

être de part

faites-nous part de

parti pris

à patte

à quatres pattes

à peine

mettre en pension

à perte de vue

en pure part

se piquer de

se plaindre

au premier plan

lever le plan

maison sur un plan

à point

pointe tragique

à la portée

se poser

poursuivre en justice

de proche en proche

en proie de

se promettre

propriété foncière

se mettre en quête

au rang de

trop recherche

rediger les articles

se relever

se remettre

se remonter

se rendre

sentir le renfermé

à plusieurs reprises

au reste, du reste

les restes

de rigueur

sain d'esprit

faire sauter

faire semblant de

peu soigné

se soulever

à la suite de

par suite de

par la suite

points de suspension

tant qu'à faire

tant soit peu

témoin oculaire

tenir à

se tenir

tenir compte

s'en tirer

toile cirée

faire un tour

fermer à double tour

jouer des tours

tour à tour

tour de force

se tromper

trouer la peau à

bien troussé

qui lui vaut

la veille au soir

venir à bout de

s'en venir

ventre à terre

les quatres vérités

verser des larmes

sur le vif

viser droit au

de son vivant

voguer à pleines voiles

III. Culture

The culture in Level IV and Level V could be treated with a number of good films such as:

"Les Misérables" - University of Minnesota
"Le Mont St. Michel" - University of Indiana
"A Paris" - University of Indiana
"La Vie dans une Ferme Française" - University of Minnesota
"Une Journée à la Comedié Française" - University of Minnesota
"Le Louvre" - University of Minnesota
"Le Colone Chabert" - Film Center
"Chartres" - University of Minnesota

IMC also has two good series of filmstrips and tapes entitled "France and the French" and "History of France." Recordings of the poetry and plays being studied in class aid the student's comprehension and understanding. The teacher should make use of the Amity Aides in the district to bring in first-hand information on French life and to answer any questions the students might have. Field trips such as the Minneapolis Art Institute, Harding Foreign Language Festival, and the production at the College of St. Catherine are enjoyable and, at the same time, educational.

WORKSHEET A

Petit Cours de Composition Française
(Pourtant sur la façon de faire la critique d'un livre)

I. Considérations générales:

A. Donnez vos impressions personnelles!

Ayez le courage de soutenir vos propres idées!
Cherchez à aborder l'oeuvre par son côté original.

B. Tâchez de trouver l'essentiel du message de l'auteur, son idée directrice.

C. Considérez l'oeuvre par rapport à l'époque où elle a été écrite.

D. Considérez l'oeuvre du point de vue du style:

1. le langage
2. la construction, etc.

E. L'action:

1. extérieure
2. intérieure ou psychologique

F. L'influence littéraire de l'oeuvre

II. La Rédaction:

A. L'introduction:

1. Faites un plan logique
2. Situez l'oeuvre quant à l'époque, l'auteur, etc., dès le premier paragraphe.
3. Suggérez l'importance de l'oeuvre des le premier paragraphe, mais ne dévoilez point le raisonnement que vous développerez ni votre conclusion finale

B. Le développement:

1. Une analyse serrée, à l'aide de citations quand il le faut, du développement de l'idée directrice de l'oeuvre.

Analyse de l'idée de l'auteur

Lors de cette analyse il faut absolument se garder de dévoiler prématurément sa conclusion finale. Distinguez avec soin les petites conclusions intermédiaires (que l'on doit mettre à la fin de chaque paragraphe) de votre conclusion générale qui doit découler logiquement de toutes les conclusions intermédiaires prises dans l'ensemble. D'habitude il s'en dégage certains éléments nouveaux qui ne se voyaient pas quand on était noyé dans le détail des paragraphes individuels.

C. Conclusion générale: (Cf. le paragraphe ci-dessus.)

votre idée

1. Doit être une evaluation extrèmement personnelle.
2. Doit porter et sur l'auteur et son oeuvre.
3. Doit considérer les conclusions intermédiaries. (Cf. ci-dessus.)

WORKSHEET B

FORMATION DES TEMPS DU VERBE FRANCAIS

Temps primitifs	Temps derives (basés sur les temps primitifs)
1. Infinitif *parler (je)*	1. Futur *je parlerai* 2. Conditionnel *je parlerais*
2. Participe present *parlant*	1. Pluriel de l'indicatif présent *nous parlons* 2. Formes de l'impératif non-familier: première personne *Parlons!* deuxième personne *Parlez!* 3. Imparfait de l'indicatif *je parlais* 4. Présent du subjonctif (que) *je parle*
3. Participe passé *parlé*	(Tous les temps composés: auxiliaire et participe passé) 1. Passé composé (indicatif) *j'ai parlé* 2. Plus-que-parfait (indicatif) *j'avais parlé* 3. Passé surcomposé *j'ai eu parlé* 4. Futur antérieur *j'aurai parlé* 5. Conditionnel antérieur *j'aurais parlé* 6. Passé composé (subjonctif) (que) *j'aie parlé*
4. Première personne du singulier de l'indicatif present (je) *parle*	1. Singulier de l'indicatif présent *je parle* 2. Forme familière de l'impératif *Parle!*
5. Première personne du singulier du passé simple (je) *parlai*	1. Passé simple *je parlai*

Content and Methodology

Level V

I. Level V aims to integrate and extend the linguistic accomplishments of the previous years. This is the level where the acquired knowledge and skills come to fruition as the students begin to feel more at home in the French language.

At this level it is expected that the students will have acquired sufficient competence in the auditory and speaking skills to permit the constant use of the French language. The audio-lingual skills will be strengthened through conversation on literary topics and current events. The reading selections of novels and short stories will be extremely varied in depth in relationship to the student's abilities. Writing skills will be further developed through written compositions of prose, poetry, skits or a journalistic article of a current event. The teaching of French culture will continue with particular reference to historical, sociological, educational and economic aspects of French civilization. The scope and sequence will delineate the above items more thoroughly.